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the minimum number of students that the State determines are necessary to be included in each of the subgroups of students

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Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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	Baseline Rates										49%
	2022-23 through 2026-27										49%
	2027-28 through 2031-32										51%
	2032-33 through 2036-37										53%
	2037-38										55%

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All Students	60	56	61	70	*	*	-	75	59	61	61
CWD	61	43	69	*	*	-	-	*	60	61	80
CWOD	60	59	60	67	*	*	-	78	59	-	59
EL €	61	-	61	*	*	*	-	*	61	80	61
Male	63	60	63	81	*	*	-	*	62	54	66
Female	58	52	59	60	*	*	-	88	56	73	57

- Indicates there are no students in the group.
*

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484	139	29%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
€ Indicates data reporting does not meet for Minimum Size.

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR)

Target Met	N	N	N	N				N	N	N	N
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N	N	Y	N				N	Y	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	N	N	N				N	N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	74% N	N	N	N				N	N	N 74% N	74%
Long-Term Goals	74% 74%	66%	70%	81%	74%	93% 74%			74% 74%		74%
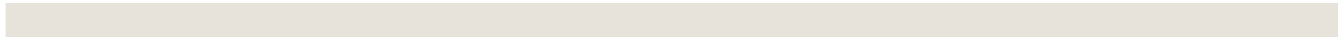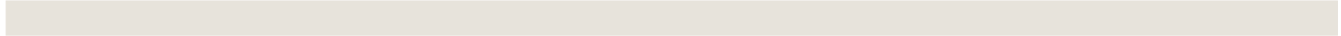
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-11 Indicates suppressed data at the campus/district level.

*** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Inexperienced Teachers, Principals, and Other School Leaders	9.9	12.1%
Teachers Teaching with Emergency or Provisional Credentials	2.9	3.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	12.0	15.4%

- Indicates there are no data available in the group.

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

 To be updated by June 30th, 2024.

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

Reading	7,391	2%	25	2%	-	-
Mathematics	7,386	2%	25	2%	-	-
Reading	7,296	2%	25	2%	-	-
Mathematics	7,293	2%	25	2%	-	-
Reading	6,823	2%	17	1%	-	-
Mathematics	6,825	2%	17	1%	-	-
Science	6,820	2%	17	1%	-	-
Reading	6,480	2%	18	1%	13	1%
Mathematics	6,481	2%	18	1%	13	1%

Grade 4			